

Implementing Curricula Rhetoric: Humanistic Practices in Coaching and Physical Education in New Zealand

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New Zealand Sport

A Small population (per capita many world champs)

- Conceptualising coach education - in state of reorganisation and change
- Coach education qualification frameworks are examples of curricula
- Penney (2008): curriculum documents are 'socially, culturally and historically constructed' (p. 54)
- When language represents departure points (Sam, 2003) reflects paradigm shift
 - When assumptions previously viewed as 'important, legitimate and reasonable (Sparkes, 1992, 12) are challenged and questioned

Curriculum documents

Barriers to Current Coach Education

- The 'best' coaches have often been seen to be those with the best knowledge
- Knowledge has driven instruction
- Instruction is operational rather than based on strategic visions
- Traditional Coach Education courses teach you what to coach, not how or who
- Qualified coaches are not necessarily the 'best' coaches

Coaching should be about developing athletes to be the best they can be (humanistic)

- Lyle (2007) ('rarely tried and tested' p 27)
 - Better links...between the perceived demands of coaching role and design and content of coach education
 - Development of 'personal model' of coaching
 - Learning programme (theoretical underpinnings)
 - Cognitive skills leading to desirable coaching practice

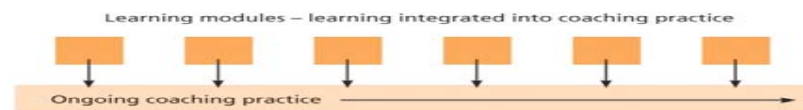
Coach education recommendations

'Excellence in coaching practice, through a national coach development system that empowers coaches to provide a high quality coaching service to all athletes (athlete centred)'

Philosophy:

"Continuous improvement through the increasingly effective integration of coaching skills knowledge and understandings in coaching practice"

Figure 3: Continuous Learning Model



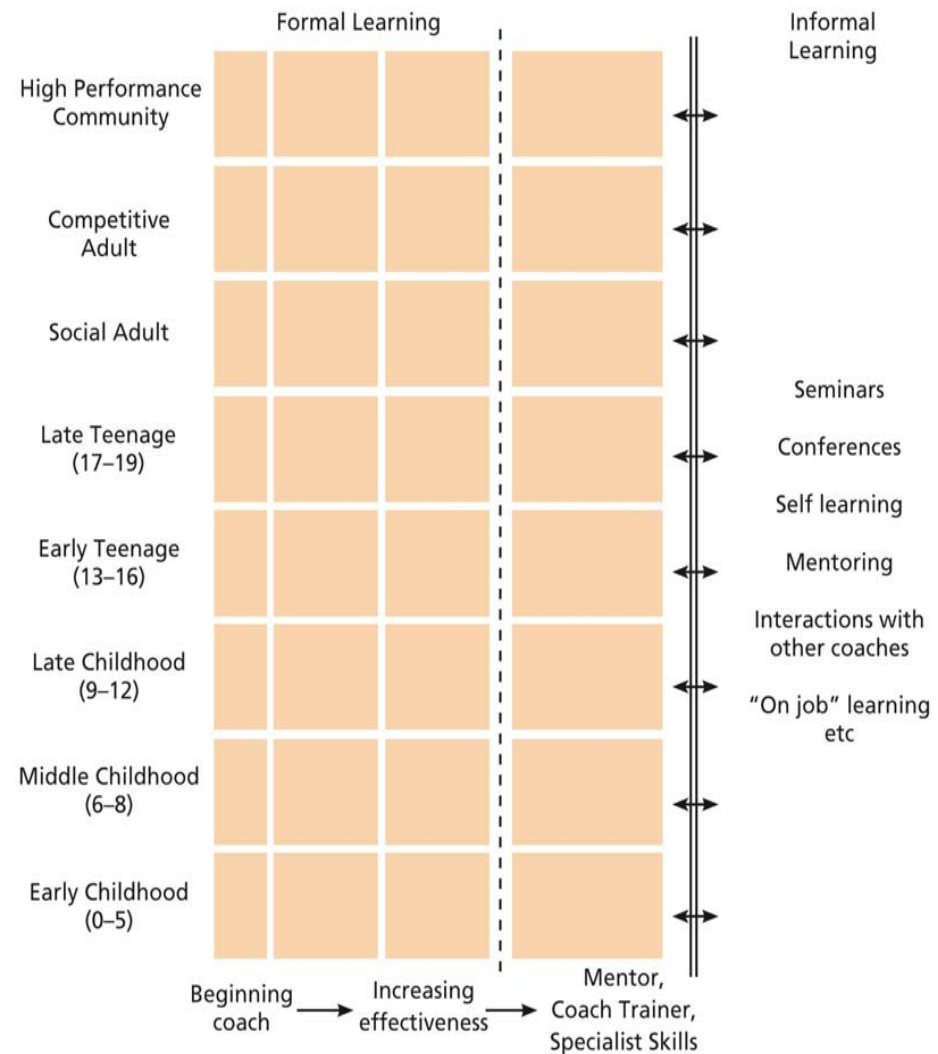
NZ Coaching Framework

- Continuous improvement...of the coaching ***skills, knowledge, skills and understandings in coaching practice*** (SPARC 2006 3)
- CDF is more akin to educational intents of PE curricula, i.e. future focused education (Gilbert, 2005)

Physical Education Curriculum Similarities

Informal and Formal Learning Opportunities ... that will support wider personal development and growth (ongoing and continuous development, O'Sullivan, 2006)

Figure 5: Coach Development Framework I



- Understanding the Athlete
- Leadership
- Coaching Process
- Self-development (only place where technocratic science is held)
- Programme Management
- Sport Specific

Learning Areas

In a Nutshell

The NZ Coach Development Framework is about:

- empowering coaches to provide a quality services to athletes (athlete centred philosophy)
- Coaches Developing on the job (situated learning – Lave and Wegner, 1991)
- The National Sport Organisation owning and providing professional development opportunities for coaches within their communities of practice (not the national body - SPARC)
- Other key players in coaching supporting NSOs to provide high quality professional development opportunities for coaches

- Independent, confident athletes able to “coach” themselves
- Athletes take ownership and responsibility for their learning and performance (Kidman, 2005)
- Implications are that coach education should also match athlete-centred philosophy
- Learners LEARN, coaches only help the process
 - Rod Thorpe

What is Athlete centred?

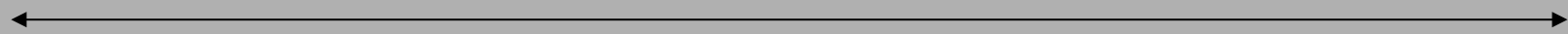
CCC

ACC



Instruction

Coach



Technocratic

Humanistic



Coach Development Continuum

- Coach education to coach development
- Coaching communities
- Formalised accreditation to provision of learning opportunities
 - (Cassidy and Kidman, in press)

**Paradigm shifts NZ Coaching
Curriculum rhetoric**

- Accreditation to Ongoing Professional Development (O'Sullivan, 2008)
- It's about the athlete and his/her needs
- Humanistic rather than technocratic
- Key Challenging Issues
 - Value of summative assessment?
 - Value of qualification for coaching?
 - Coach self-responsibility?
 - Informal learning opportunities?

New Ingredients - Paradigm Shift

- It's about people development, individualising to needs of coaches and athletes
- It's about raising awareness, creating responsibility & self belief; ownership by the athlete (Coach development is owned by the coach)
- It's about Learning through coaching (situated learning)
- Self-responsibility for professional development
- Sports owning coach development in communities of practice
- 'It Depends' is the primary theory (Humanism)

Curriculum implementation summary